THE INNOVATION MOUNTAIN JOURNEY
NYSAIS

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What’s cookin’ in the NAIS Innovation Kitchen?

kitchen.nais.org
Innovation is a journey. For our schools, it’s a journey on the Magnetic Mountain, where it starts with the imperative to ascend. Climbing up the Magnetic Mountain is about mission, differentiation, and ideation—it’s about the magnetic idea. With each summit on the Magnetic Mountain, the capacity to innovate becomes stronger. When you reach the magnetic idea, the journey of descent down the other side of the mountain is about execution, exertion, and reaction. The other side of The Magnetic Mountain is about making the magnetic idea come to life.
Now Town is lovely.
IRS Tax Migration

For many years now the IRS has been tracking the migration of Americans and their income across state and county lines. Every year they produce a detailed report on the tax migration of Americans, showing the amount of people and income that moved.

How Money Walks maps this great migration of American income and raises important questions about American tax policy and how it profoundly affects growth and development in our country:

- Why did so much wealth walk? Did people vote with their feet?
- Did money walk because the opportunity to keep more personal income talked?
- How does taxing personal income affect economic growth?
- Which states “won” which states “lost” and why?

These questions are explored in How Money Walks through unimpeachable IRS data mapped by state and metropolitan area. And the answers suggest a simple correlation: the key to accumulating working wealth for any state is a pro-growth tax policy, and that means not taxing personal income.

Click on the map to get started!
**Figure 3: Median Average Day Tuition as a Percentage of Median Household Incomes by Quintiles, 1983–1984 to 2013–2014**

- **Third Income Quintile:**
  - 1983–1984: 17.9%
  - 1993–1994: 27.0%
  - 2003–2004: 35.6%
  - 2013–2014: 47.4%

- **Highest Income Quintile:**
  - 1983–1984: 6.5%
  - 1993–1994: 8.3%
  - 2003–2004: 10.4%
  - 2013–2014: 13.2%

- **Top 5% Income:**
  - 1983–1984: 4.3%
  - 1993–1994: 4.8%
  - 2003–2004: 6.0%
  - 2013–2014: 7.7%

*Source: NAIS, Financial Operations, Operating Income, DASL*
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Figure 2: NAIS Member Schools by Enrollment Change Category

- High Decline: 20%
- High Growth: 21%
- Moderate Decline: 19%
- Moderate Growth: 39%

Total may not equal 100 due to rounding.
Source: NAIS, Enrollment, DASL
## THE MAGNETIC MOUNTAIN


<table>
<thead>
<tr>
<th></th>
<th>1st Quintile</th>
<th>2nd Quintile</th>
<th>3rd Quintile</th>
<th>4th Quintile</th>
<th>5th Quintile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–2011</td>
<td>11.8%</td>
<td>13.1%</td>
<td>19.1%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>2015–2016</td>
<td>9%</td>
<td>9.7%</td>
<td>14.3%</td>
<td>24.3%</td>
<td>42.6%</td>
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</tbody>
</table>

*Varies by year

Source: SSS by NAIS Financial Aid Processing System
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International Students in Independent Schools by Type of School

2005 (13,881 Students)  
Day: 13,600  
Day/Boarding: 0  
Boarding/Day: 0  
Boarding: 281

2009 (20,195 Students)  
Day: 14,600  
Day/Boarding: 3,232  
Boarding/Day: 1,993  
Boarding: 270

2015 (31,122 Students)  
Day: 22,900  
Day/Boarding: 7,215  
Boarding/Day: 1,159  
Boarding: 142

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Top Five Sending Countries for NAIS Schools, 2014–2015

- China: 47%
- South Korea: 9%
- Mexico: 5%
- Japan: 3%
- Canada: 4%

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FIGURE 1: Percentage of Teenagers Reporting a Major Depressive Episode In the Prior 12 Months, by Age and Gender

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>12</td>
<td>2.2%</td>
<td>8.7%</td>
</tr>
<tr>
<td>13</td>
<td>3.9%</td>
<td>16.8%</td>
</tr>
<tr>
<td>14</td>
<td>4.1%</td>
<td>15%</td>
</tr>
<tr>
<td>15</td>
<td>5.3%</td>
<td>26.7%</td>
</tr>
<tr>
<td>16</td>
<td>9.9%</td>
<td>22.3%</td>
</tr>
<tr>
<td>17</td>
<td>9.1%</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

Source: SAMHSA, “Results from the 2015 National Survey on Drug Use and Health”
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Have Smartphones Destroyed a Generation?
Forecast :: What’s the climate in your Now Town?

Use this FORECAST to understand the climate in your own Now Town. Think through trends in each category below and how they might impact your school. What is the forecast for your school?

**YOUR SCHOOL**

**ECONOMIC**
What is your school’s business model?

**DEMOGRAPHIC**
What do you know about prospective families?

**EQUITY**
What does equity mean to your school?

**COMPETITION**
Who is your school’s competition and why?

**SOCIAL**
What are the social trends impacting your students?

**YOUR SCHOOL**

**TECHNOLOGICAL**
What tech trends impact your students?

**PEDAGOGICAL**
What is your school’s learning and teaching philosophy?

**STUDENT HEALTH & WELL-BEING**
What is the student health and well-being climate at your school?
How do we get beyond lovely?
We become communities of mountain climbers
THE MAGNETIC MOUNTAIN

NOW TOWN

IMPERATIVE

What is your imperative to leave Now Town?

SUMMIT IDEA

THE ASCENT

THE DESCENT

DAY HIKES

NOW TOWN
Finding your **summit** involves finding your “**extra chunky**”… a differentiated value vision.
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NOW TOWN

IMPERATIVE

What is your imperative to leave Now Town?

SUMMIT

IDEA

THE

ASCENT

THE

DESCENT

DAY

HIKES

NOW

TOWN
THE MAGNETIC MOUNTAIN

What is your imperative to leave Now Town?

IDEA
What is your magnetic idea?

THE ASCENT

SECOND SUMMIT

THE DECENT IMPLEMENTATION
How will you make the idea a reality?

NOW TOWN IMPERATIVE

SUMMIT IDEA

DAY HIKES
Theory of Transformational Education

the people we seek

We match motivated and curious students with compassionate adults who are skilled educators and experts in their disciplines, creating a community with a rich diversity of backgrounds and life experiences to promote the deepest learning.

the catalytic context of UHS

Catalyzed by a climate of inquiry and care, and grounded in the belief that interpersonal relationships are the vehicle for learning, our students go beyond acquiring knowledge to true intellectual engagement, applying what they learn in creative and novel ways. In this setting, students invent and sustain their own vision of success.

our graduates in the World

Supported by a richly interconnected program that integrates social-emotional and academic learning, students develop a clear sense of their own agency and the foundation for a life of “purpose larger than the self”, what results is an individual with the skill, knowledge and perspective to confidently and positively engage with the increasingly complex world.
Our Strategic Paths

Strategic Vision

- Theory of Transformational Education
- Values Articulation
- Inquiry teams
- Strategic Design Committee

Currently underway

- Design new 9th grade Physics program
- Lernert Fellowship
- Integration of Mentoring and Human Development
- Project Team: Building Capacity for Interdisciplinary Work
- Industrial Design course
- Articulate teacher competencies
- Enhanced tools for Recruitment and search Process
- Compensation and Benefits Task Force
- Introduce Professional Growth Clubs

Develop facilities that respond to evolving program needs

- Development of Paul Gerde Field
- Project Team: Mission statement
- Campus Master Plan
- Project Team: Optimize Community Spaces
- Enhanced recruitment and increased financial aid

Realign our strategic vision for student success

- Revised Articulation of student competencies
- New test for assessing student growth
- Fair Student think tank
- Diversity Responsive School Project

Align our strategic vision with our financial plan

- Design of experimental schedules for 2016-17
- Senior Exit Survey
- Parent Survey
- Mastery Transcript Consortium
- Project Team: Prof Dev Plan to study assessment practices

Our Strategic Paths
We are
The Winchendon School | Brooklyn